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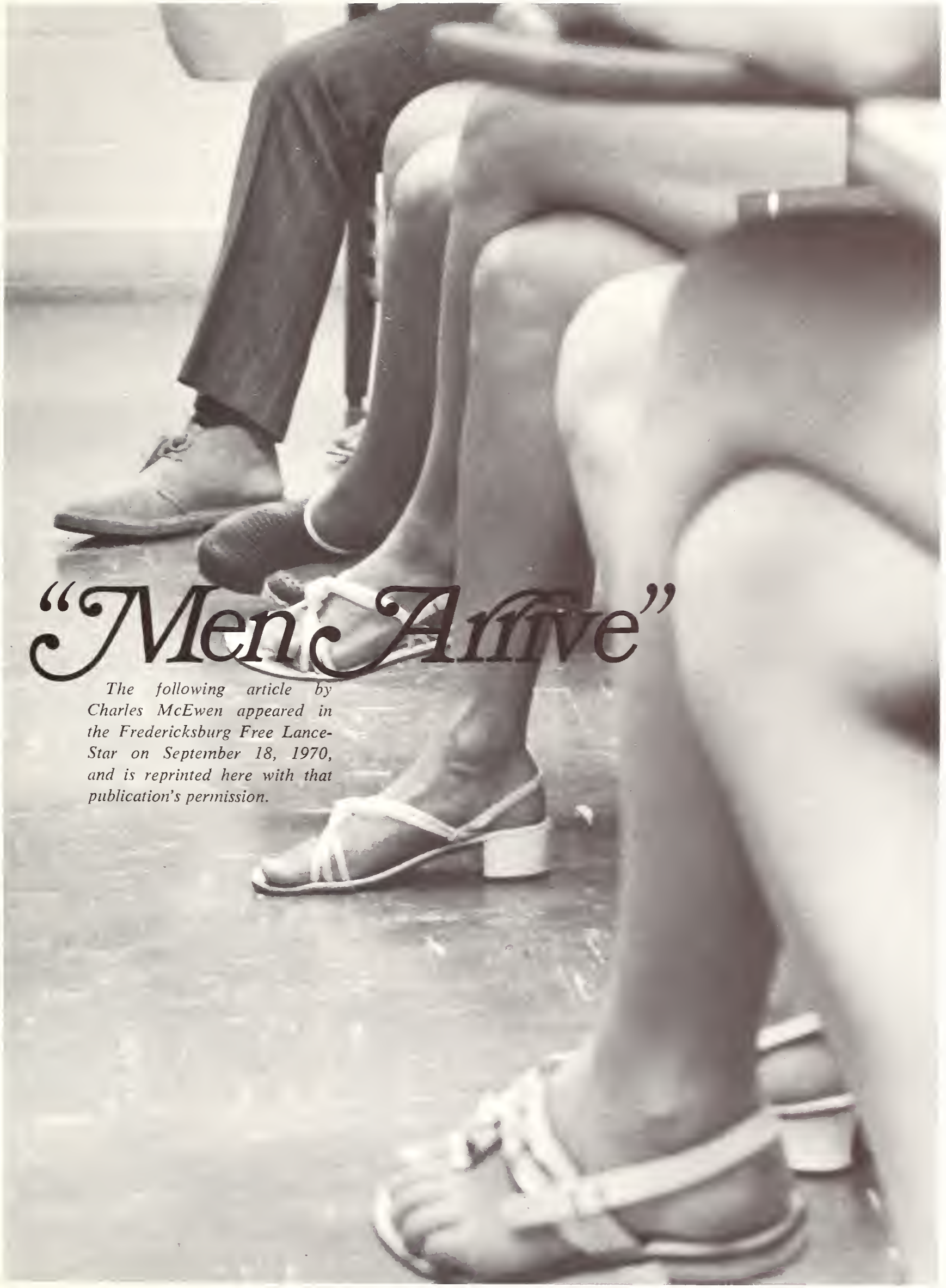
Illustrations by Taketo Ohtani

September, 1970, marked the first time since June, 1958, that male students attended classes at Mary Washington College as bona fide students of the College. Charles McEwen, a reporter with the Fredericksburg Free Lance-Star, recorded this moment for posterity and the article is reprinted in this issue of the Quarterly Review. A companion article was prepared by Dr. Edward Alvey, former Dean of the College and now the College Historian as well as Professor of Education. Dr. Alvey's article recalls the days when men were allowed to enroll in the summer session and when exceptions were made for veterans of World War II and the Korean conflict.

Also featured in this issue is a report by Miss Erla Catherine "E.C." Holloway, '71, who served on the Governor's Youth Advisory Council, the first of its kind in the nation. Miss Holloway's article is illustrated by Taketo Ohtani, Instructor in Modern Foreign Languages at the College. A final feature is a biographical essay by Miss Mary G. Dodson '61, which helped earn her the title as Virginia's "Teacher of the Year" for 1970.



"Men Arrive"

The following article by Charles McEwen appeared in the Fredericksburg Free Lance-Star on September 18, 1970, and is reprinted here with that publication's permission.

By Charles McEwen

For the twenty-two men who began classes this fall among Mary Washington College's 2,100 women, the occasion was a bit less than momentous.

It may have been the end of an era for the school which has officially excluded men since 1960, except in its summer sessions, but the changeover was marked by little or no overt reaction by either sex.

When freshman Bill Janis, 18, of 903 Marye St., walked into his first-period English class, all the women stopped talking—briefly. After that, nothing else happened.

Well, almost. His professor, Bruce Carruthers, did make one slip when he said, "I don't know what you girls are capable of." But such an oversight may be indicative of the situation: the small group of male students, all of whom are living off campus, seems to pass unnoticed.

Just as it did for Janis, the day went equally smoothly for Mickey Dowling, 19, of RFD 2, Stafford. Dowling is a sophomore transfer student from the University of Virginia.

But Dowling proceeded with caution as he went his rounds on this first day of classes. "I always hate to walk into a building," he said. "I'm scared it's a dorm or something."

He and another compatriot, Jack Dunn, may have exhibited a bit of male chauvinism when they attempted to answer most of the questions put to their calculus class. But, to restate a point, the actions and reactions of the day, when they were noticable at all, took subtle forms.

Most of the time. One less-than-subtle acknowledgment of men on campus came in Dowling's physical education class, which another sophomore, Daniel "Duke" Price also attends. The group, two men and about 15 women, will be playing golf this fall.

Their teacher, Rebecca T. Woosley asked, "Do you fellows have your own clubs?" The shafts of those owned by the college, she explained, would be too short for either of them.

After class, both Dowling and Price took a few minutes out to reflect on what brought them to Mary Washington in the first place.

Both have been friends since the fourth grade, both graduated from Stafford High School and both attended U. Va. last year and roomed together there.

The sparkplug for the transfer they explained, was a friend of theirs, Paul Hanzel, (11 Cherry Tree Lane) who also attended U.Va.

After Mary Washington changed its admission policies last December, following a court case which nullified

U.Va.'s all-male policy, Hanzel presented the idea of their all transferring to Mary Washington. All three applied and were accepted. And all of them planned to attend until August, when Hanzel changed his mind.

As a pre-med major, Hanzel apparently began to have second thoughts about Mary Washington, which is not noted for the number of its graduates who go on to medical school. So, Hanzel decided to go back to U.Va. this year, but Dowling and Price stuck to their decisions.

Of the two, Price may have the best of all reasons: his wife is a Mary Washington junior. And for Dowling, who lives at home, the savings in room and board expenses, plus earnings from his part-time job at a local grocery, have enabled him to buy a car, a year-old sports job.

And looking back over their opening day experiences, neither Price nor Dowling said they felt self-conscious in this largely female environment.

It's not like U.Va., which is also becoming a co-educational school at the undergraduate level for the first time this year. There, they said, two whole dormitories for women are located right in the middle of a male dorm complex. The women at the Charlottesville campus will be much more conspicuous and numerous than the men will be in Fredericksburg, they added.

And since the men are not living on campus here, the student handbook still carries such caveats as "appropriate dress for sunbathing is swimsuits or shorts with halters."

The Admission of Males- A Historical Perspective

By Edward Alvey, Jr.

Edward Alvey, Jr., was Dean of the College for 34 years prior to his retirement from that position in 1967. A professor of education, he is currently preparing a history of Mary Washington in addition to teaching.

Until 1929, there is no record of there having been men enrolled as students in the College; however, envisioning a greater role of service for Mary Washington, President Combs announced that the summer quarter would be open to men and women. In fact, the cover of the bulletin reads, "Summer Quarter, 1929, For Men and Women."

The catalogue states that "one of the College dormitories will be reserved for the exclusive use of men students during the summer quarter, provided the enrollment justifies such," and that they would be permitted to take their meals in the College dining hall.

While a few men were enrolled that first summer, the majority attended during the summers of 1931 through 1938. The number was never large at any time. The roster for the 1933 summer session lists only 23 male students, many of whom were from

local or nearby areas.

Resident male students were housed in Betty Lewis Hall, originally constructed as an apartment house but leased by the College to take care of the increasing number of students and also used to provide accommodations for faculty members on a rental basis as the need might warrant.

A number of these men students were able to complete their degree programs through summer school attendance. The Reverend Hunter H. Newman, who already held an A.B. degree from Lynchburg College, received a B.S. degree with a major in social science. He served for many years as pastor of the Christian Church in Fredericksburg and was proud of saying that both he and his wife had graduated from Mary Washington.

Logan Harding who had previously attended the College of William and Mary, received a B.S. degree in August, 1936, also with a major in social science. He is currently a school principal in Hopewell. Elmer Spence was awarded a B.S. degree in August, 1938.

In June, 1939, Samuel E. Patton was awarded the B.S. degree, also with a major in elementary education. He had also taken courses at William and Mary and at the University of Maryland.

Probably the record for summer school attendance was held by Emmett Day, who, with the exception of a few courses taken at Radford and through the University of Virginia Extension Division, took all of his work at Mary Washington. He received the B S. degree in August, 1938, after attending eight summer sessions. An enthusiastic and popular member of the student body, he served for many years as an elementary school principal in Fairfax County.

The number of men attending the summer sessions began to diminish especially after 1938 when, incidentally, the name of the College was changed to Mary Washington. When Mary Washington became the woman's college of the University of Virginia in 1944, the admission of male students was discontinued.

At the end of World War II, the returning veterans taking advantage of the Serviceman's Readjustment Act of 1944, popularly known as the G.I. Bill, began to swamp the facilities for higher education in the United States. Men's colleges and co-educational universities were faced with the problem of enrolling additional hundreds of thousands of students who qualified for various periods of attendance at the expense of the federal government.

To meet the emergency, a number of women's colleges opened their doors to returning veterans. In the spring of 1946, arrangements were made for Mary Washington College to enroll men students who met the admission requirements and were certified officially as eligible for educational assistance under the G.I. Bill.

While a few veterans began their studies in the 1946 summer session, the large majority of them enrolled in the fall. During the first semester, there were a total of 27 male veterans enrolled. Six of them stayed only one semester, while ten continued only for one session. On the other hand, those that remained proved to be serious students, and several continued on to graduate from Mary Washington. Among them were Robert H. Combs, the son of the President of the College (B.A., 1948), Robert A. Miller (B.A., 1948), Keith Pitzer, a major in art (B.A., 1950), and Thomas B. Sale, Jr. (B.A., 1950). Mr. Combs had previously attended the University of Richmond, and Mr. Miller had been a student at the University of Maryland.

The second semester, twenty-one more veterans enrolled, bringing the total number in attendance during the session to forty-eight. A number of the second semester group also continued on to graduate from Mary Washington College. James H. Filling and Thomas H. Jenkins, Jr., received bachelor's degrees in 1949, Cleveland K. Rollins in 1950, Marshall W. Pender in 1951, and James M. Randall in 1952.

Only a few veterans began their studies after that first year, the session of 1946-47. The following year, Charles C. Ritter entered the College the second semester, majoring in dramatic arts and speech. He took an active part in stage productions at Mary Washington and, in 1951, was graduated with the B.A. degree.

After leaving Mary Washington, Mr. Ritter enrolled for graduate study in dramatic arts and speech, attaining the Ph.D. degree in this field. Currently, he is an associate professor at Ohio State University and, incidentally, serving as faculty adviser to a member of the present faculty at Mary Washington, who is completing his doctoral studies at Ohio State.

The last veteran to enroll was Dennis Chauncey Moriarity, a former marine, originally from Brooklyn, but then living at Quantico. Mr. Moriarity enrolled the second semester of the 1953-54 session and attended the College for the next four years, majoring in music and specializing in piano. He was awarded the B.A. degree on June 2, 1958.

During the last two years of his attendance at Mary Washington, Mr. Moriarity was the only man attending the College. Newspapers in Washington and Richmond found this of special interest and published illustrated feature stories about "one man among 2,000 girls." Modest and unassuming, Mr. Moriarity found these articles a little disconcerting, but he took it all in stride, continuing to devote extra hours of practice to his work in piano and earning extra money for his individual lessons through part-time employment in the dining hall. He never seemed conscious of his role as the last remaining male veteran among the women students of Mary Washington.

The veterans made an excellent adjustment to student life in a predominantly women's college. Although they were not housed on the campus, a number of them participated in college activities, especially plays and benefits.

They were well received by the regular students at Mary Washington. Photographs of the "Veterans Club" appeared in the *Battlefield* in 1947, 1948, 1949, 1950, and 1951. During these years, there was also a veterans' representative on the Student Council. Among those who served were Sam Pepper (later a member of the Honor Committee at the University of Virginia when he transferred there), Thomas Jenkins, Thomas Vivian, and Charles C. Ritter. A basketball team of veterans played periodically with other teams in the area.

Governor's Youth Advisory Council

By E. C. Holloway

A native of Richmond, Virginia, Miss Holloway was one of twenty young persons named to the Governor's Youth Advisory Council in June, 1970. A senior majoring in English, she is the daughter of Mr. and Mrs. T. W. Holloway, Jr., of Richmond, and a 1967 graduate of George Wythe High School.

E. C. Holloway

Time: Mid afternoon, June 1, 1970
Place: Russell Dormitory, Mary Washington College
(*A phone rings.*)
Miss Holloway: Hello, Russell Dormitory, E. C. Holloway, Desk Aide speaking.
Unidentified Man: Hello, Miss Holloway. This is Sean Kilpatrick of the *Fredericksburg Free Lance-Star.* I would like to come over to your dorm and have an interview with you concerning your summer job.
Miss Holloway: Fine. I don't have a summer job yet, but come on over and I'll make one up by the time you get here.
Mr. Kilpatrick: Miss Holloway, haven't you been notified yet? You have been selected to serve on the Governor's Youth Advisory Council.
Miss Holloway: (*five minutes of bated silence*) Are you kidding me? Great. Wow. When'd you hear this, etc.
Mr. Kilpatrick: Miss Holloway, what exactly is the Governor's Youth Advisory Council?
Miss Holloway: I am very uncertain.

So started the summer; so it continues. What the Governor's Youth Advisory Council is and does is very difficult to define. Yet, without a definition of function and action, it would be more difficult to access its achievements, failings and thus, its value.

Early in the spring, Governor A. Linwood Holton and his staff began organizing plans for a council com-

posed of young people, which would provide a sounding board for the concerns of Virginia's high school and college youth, and would enable them to experience the functioning of the state government, first hand. Thus, the overall goal was the establishment of a dialogue between the two groups. On June fifteenth, in Richmond, nineteen youths, selected from over four hundred applicants, met to actualize the Governor's plan. Of the nineteen, five had just completed or were still in high school, thirteen were in college and one was in graduate school. Seven were female, four were black. Hometowns offered a cross section of geographical locations within the state, from McGaheysville to McLean. Private as well as state supported schools were represented. The concerns of the nineteen were as varied and diverse as our backgrounds.

In this first meeting little time was wasted (an occurrence not so characteristic of the rest of the summer meetings). The people who were to work with us, or rather to help and offer assistance if we so desired, introduced themselves. Present were Mr. T. Edward Temple, from the Governor's Office; Mr. James L. Hunter, Executive Director of the Commission for Children and Youth (under whose department the council came); Dr. Bruce Parker and Dr. Harland W. Westermann from Virginia Commonwealth University; and Mrs. Anne Wright—former MWC graduate—from the Division of Planning. Their "message" was brief; the direction of the council was to be organized and executed solely by us. The only requirement was that on August 14, we were to present a report of our summer's work to the Governor. Also to be present at this final presentation were the Governor's staff, all state agency directors, and various and sundry individuals representing the news media.

By the end of a very long first week, the council determined its direction. Five subcommittees would investigate five areas believed to be "priority concerns" of the students of Virginia. These were environment, education, dissent, drug abuse, and equal opportunity. Each subcommittee was free to research and investigate its topic in any fashion it wished. There was no

"nine-to-five at the office" stipulation on the day, not even a stipulation on being "at the office." We were not *told* we were responsible citizens involved in a worthwhile enterprize—it was assumed we were responsible and, therefore, we could determine the worthiness of our efforts. The atmosphere was at first refreshing and challenging.

The first three weeks sped quickly by. Each subcommittee researched background information and interviewed state, local and federal officials. At this time subcommittees elected chairmen in order to keep Dr. Westermann and Mr. Hunter posted as to group progress and, more importantly, group needs. The other members of my subcommittee decided, due to my "intellectual capabilities and easy disposition," that I should be the chairman. The truth is, I was the only girl on the committee and, therefore, would most likely end up taking notes and doing the typing. Therefore, dealing with a few delusions of power from a female would be worth it to have a secretary. (I enjoyed all the delusions I could get.)

During the three weeks of research, my committee spent a majority of the time attempting to obtain a cross section of ideas concerning student dissent. How should students vent their dissatisfactions? What are the effective ways? What are the roots of discontent? Why should or should not students actively involve themselves in national issues? Law enforcers and lawmakers, student leaders and administrative officials were our focus. On a local level we met with the Mayor of Richmond, several state legislators and police chiefs. On a state and federal level we met with the Governor, the Lieutenant Governor, the Attorney General (of Virginia); the two Senators from Virginia (Harry F. Byrd, Jr., and William Spong), Senator Edward M. Kennedy of Massachusetts; Mr. William D. Ruckelshaus, United States Assistant Attorney General; the Adjutant General of the Virginia National Guard, the Colonel of the State Police and several school administrators. Again, we were all surprised and pleased with the receptiveness of most all we met.

However, there were a few, un-

cooperative individuals who believed students should have nothing to do with or say to the government until they were paying taxes. One of the greatest experiences of the summer was discovering the reasons why these people believe students should remain within the confines of the "ivy walls". Encountering such individuals, whose arguments are often strong and convincing (however reticent I am in admitting that fact) forces one to examine the "Why" of student involvement. Also, in order to establish a dialogue, a major goal of the council, I found one must be able to listen as well as to speak out. There is value just in the existence of another side. Such an experience extends beyond the summer months.

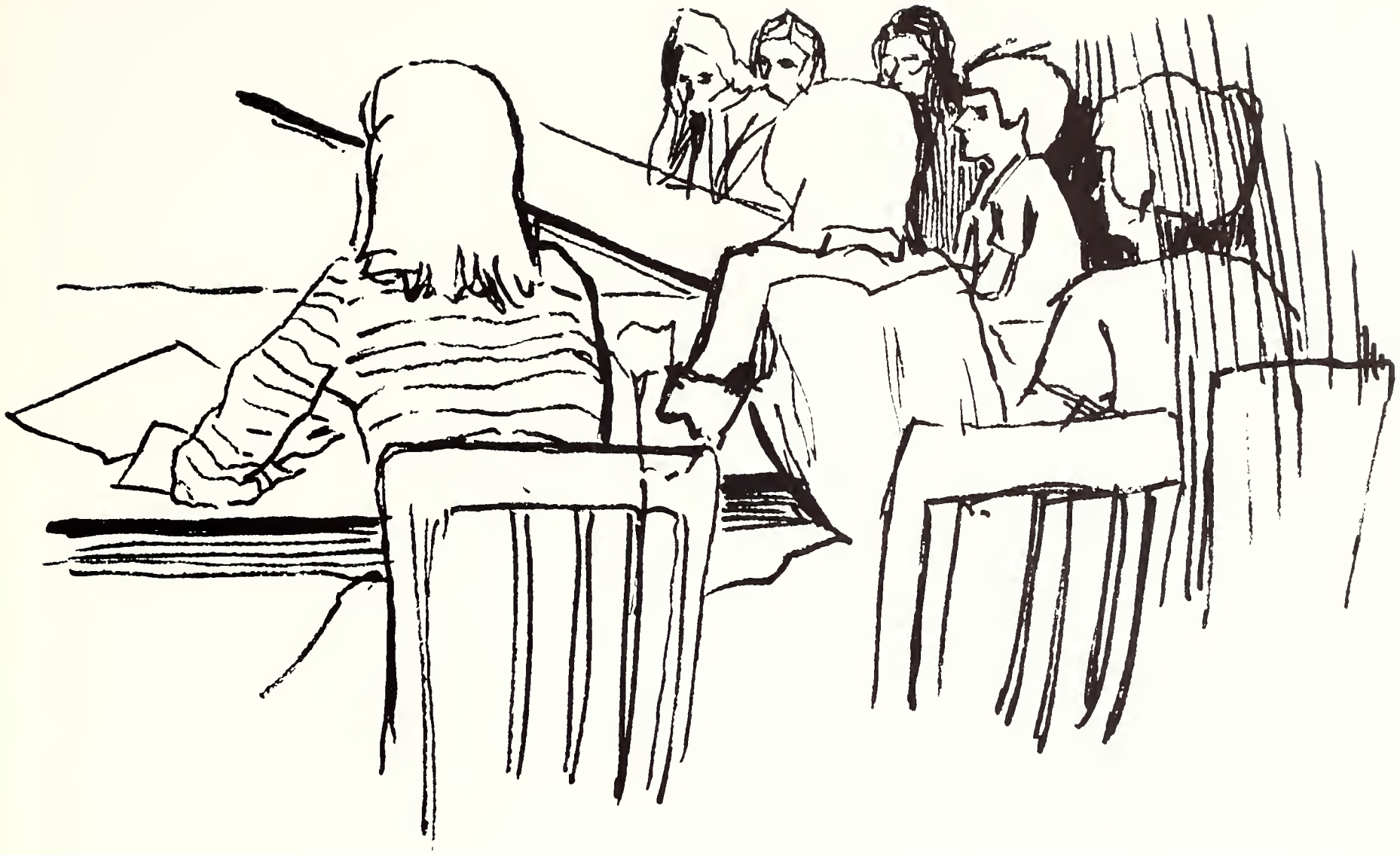
Toward the end of the third week, all committees began to conclude their research. A second function of the council, the opportunity for students to observe various aspects of state government, materialized during the fourth and fifth weeks of the program. As a group, the council traveled to various parts of Virginia. For me, one of the most interesting trips of the summer was four days spent in Norfolk at the Centralized Business District Redevelopment Conference. The topic sounds extremely dry: it was not. At present, architects, city managers, city planners and redevelopers are studying the effects of rapid urbanization on many business districts throughout Virginia. The topic coincided with an experimental course the council was taking at Virginia Commonwealth University, also entitled Rapid Urbanization. The conference, like the course, was composed of guest lecturers representing multiple related fields, offering their suggestions. The ideas and concepts of redevelopment were totally new to many of us. (Imagine moving sidewalks in downtown Fredericksburg!) The attempts to make ideas reality also pointed to areas of government and red tape we had not previously known existed. Reasons behind the "no's", the alternatives not considered exposed themselves on every level. A second trip to Blacksburg, introduced the council to Dr. T. Marshall Hahn's

ideas for state planning districts, which related to the earlier conference, but are still yet another different approach.

The last three weeks of preparation for the presentation of reports to the Governor were the most tense, most demanding three weeks I have ever known. Five individuals with five different approaches and five dissimilar solutions began to assemble one consolidated report on Student Dissent. Compromise existed on every level and seemed in the end to destroy any power the writing could have. The composition of the subcommittee on dissent varied from extreme right to extreme left. Although an extreme amount of respect for each other's views was a very visible by-product of working together throughout the summer, no one wanted to give an inch when it came to the "printed word".

Finding one, specific focus for a topic as broad as student dissent proved to be the first problem. During these weeks the value of Dr. Westermann's "subtle" assistance became paramount. Such comments as "garbage", "who do you think will believe this?", "faulty reasoning" and "where's your evidence" marked on our first draft resulted in many re-writings, the beginnings of the second drafts, the third drafts, fourth drafts, etc. Tempers flared and tears flowed. The deadline for printing neared and office hours lengthened. Slowly ideas—for real, typed, organized ideas—emerged. Each finished section brought relief, a truce and a coke.

Remembering who would be reading the report and defining our subject material were the major factors influencing our topic focus and organization. Because "away from the campus people", state agency heads, state legislators and the citizens of Virginia were the people having the most power to act on what we said, our report was directed primarily at these groups. The original subcommittee title of "Campus Disorders" became "Student Dissent". The emphasis lay not on physical manifestations of discontent between generations, but more on the intellectual disharmony among different groups. After an introduction



presenting, what we felt were the origins and the whys of present disunity in the nation and in Virginia in particular, we outlined basic responsibilities of the State to its citizens (dissenters being discontent citizens) and also the responsibilities of those who exercise the right to dissent. The report concluded with recommendations to the state, to the Governor, to the General Assembly, to school administrators and to students.

All the subcommittees, with the exception of one, finished their reports six days *after* printer deadlines. Within a few hours, nineteen novice writers became nineteen expert staplers, printing machine operators and general office aides. Dr. Westermann went home to sleep, and Anne Wright, whose department printed our reports became the twentieth member of the council. Red pen in hand, the former MWC English major read, reread and proofread every page of the two hundred and four page report. Spelling and grammatical errors were as voluminous as the report itself. Obviously the Governor and his staff were not selective in their choice of grammarians!

Examining, for the first time, the completed report, I felt proud of our efforts and amazed that even through the wasted time, the heated arguments, the unmet deadlines and frayed patience of all, we were able to produce a coherent document. One sentence from the introduction to the report makes the understatement, "Nineteen students representing diverse ethnic and social backgrounds, political viewpoints, and ideologies can rarely find consensus on any idea or situation." Even the decision concerning the report title and cover design required two full days of discussion. Yet, I feel much of the time spent trying to agree among ourselves was valuable. No one idea or personality dominates the report.

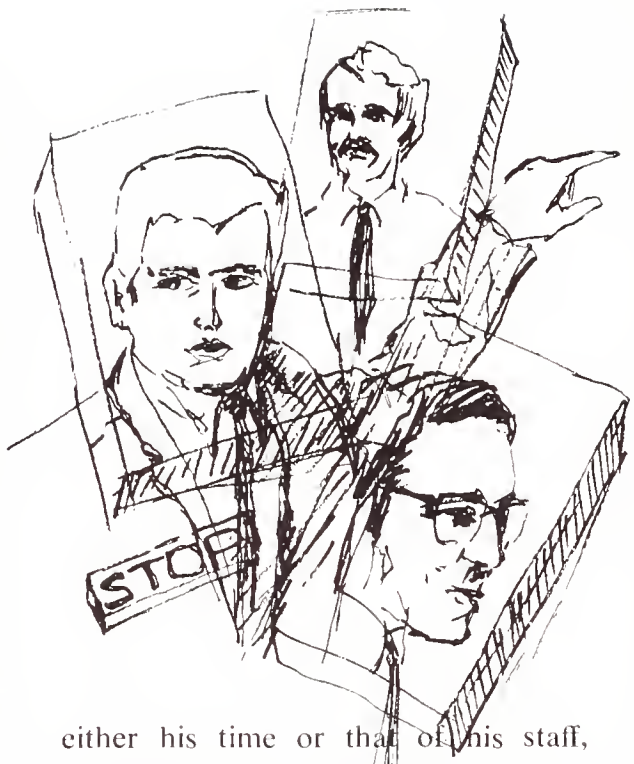
Similar to the content to the report, the presentations before the Governor *et. al.*, reflected the diversities of thoughts and actions of council members. The council elected me to give the opening speech, stating the general aims of the council and the nature of our work during the summer. Afterwards each council member gave a brief talk on some aspect of his subcommittee's work. Again, like the printed report the oral presentations gave evidence of the various manners of expression characteristic of the council. Some members patterned their talks with the aid of a thesaurus, others relied on the verse structure of a recent pop song, still others talked naturally, nervously and frankly to a group of some hundred or more people. Each committee gave specific

attention to their recommendations for it was within them that the kinetic energy, the hoped for action of the council rested.

It would be impossible to list or even mention all of the five subcommittees recommendations. It would also defeat the purpose of the printed report,—which is that it is to be read. (Plug, Plug) However, the press coverage of the council report gave the public to believe that support for the legalization of marijuana was the one and only piece of advice the council offered Governor Holton. It is sad that the press gave publicity to only one recommendation from one report and, for the most part, neglected the other four. It is sadder still that they presented this one recommendation in an incomplete form. Only one television station in Richmond completed the recommendation by adding that the subcommittee advocated legalization of marijuana only after "a national blue ribbon study commission. . . . Finds no evidence indicating that marijuana or hashish causes detrimental physiological or psychological effects upon adults."

Following the presentation of reports, there was to be a question and answer period. However, the council extended its alloted time and only Governor Holton had the opportunity to voice his initial reactions. His first statement was simple and direct and expected, "I agree with many of your recommendations: I do not agree with others." He suggested to those present, that they, as well as he, should read the entire report before commenting on specifics. In general his reaction was positive and he promises to continue to work with the council in implementing those suggestions he felt beneficial to the State. Also, he wanted to give state agency heads and officials an opportunity to offer the council reasons and explanations why they felt some recommendations were unfeasible, if that were the case.

Governor Holton's reaction to the council's report typified his actions toward the council during the summer. In a word—Fairness. Throughout the summer we had at our disposal



either his time or that of his staff, their resources, state funds (our salaries), and freedom of action and expression. He had neither the time nor the reason to be interested in individual council members. However his interest in the work of the council, its content and quality, was sincere and contagious.

The afternoon following the morning presentation was very similar to a high school graduation as far as council members were concerned. The three summer months seemed very long, and yet possesed that "quick weekend" quality. The presentation before the Governor was the culmination of the summer's efforts. The sharing of thoughts, tempers, last week's pay check, frustration, jokes and most of all pride in our efforts accumulated and slipped away in the good-bys after lunch.

If anyone had questioned me that afternoon on my reaction to the council, I could have only sung its praises. No amount of retelling could relate the experiences of a summer of opportunities, meeting people whose faces were before only magazine covers, travelling places with a group of friends, and most of all benefiting from an opportunity to work independently among my peers on issues we felt of national concern. However, to present the council as faultless would be unwise (no one would believe me), untrue and unbeneficial to both my employers (the taxpayers of Virginia being one group of employers) and to future council members. The council, in its organization and goals, was the first of its kind both in Virginia and the nation. Therefore, viewing it as a pilot program is fundamental to all criticisms.

The original concept that the council was to be self directed, was in theory and publicity good. Students wanted a voice in state government, the council was their opportunity. However, to bring nineteen people who had never before met, and each who had preconceived ideas and doubts as to what the council was to be and do, and tell them they have one week to determine their direction for the summer was a bit demanding. Freedom in a job is, of course, good. However, employers may still outline general expectations and requirements of a particular job and still allow employee freedom within these limits. State governance was a new experience to all of us and I feel more guidance in the first days of our job was needed.

Secondly, we were never nineteen council members, sharing an equal amount of responsibilities. One council member had been chosen before the others arrived in Richmond, to serve as assistant to Mr. Hunter. No reason was given for his selection over the other eighteen. However, he received an increased salary and often served as a liaison between the council and Mr. Hunter during the summer months. I feel it was unfair to place a council member in a situation where he was working *on* the council and for specific individuals associated with the council. He was exposed to the complaints and dissatisfactions of the two groups and was continually expected to be the mediator in disputes of all natures, ranging from lack of office supplies to personal clashes. Also, having a person not elected by the council in such a position, and with no reason given for his choice, was unhealthy for working conditions. The expected feelings of envy and resentment on the part of some council members did arise.

Also a few of the council members had met earlier in the spring with Governor Holton, as he began preliminary plans for the council. Again, it was to these individuals that the directors of the council repeatedly turned during the first weeks if a representative from the council was

needed in any capacity. Such a choice could be understood during the *first* days of the summer, and if the directors had not continually urged and reminded us that we were to organize ourselves. It appeared hypocritical to allow us to exercise some forms of self-organization, and intervene, without reason, at other times. The establishment of a leadership structure, if indeed there was to be one, should have developed *within* the council and not from without.

However, as a group, the council was not faultless either. We spoke of bureaucrats a bit mockingly, and became them ourselves. The nine o'clock group meetings became the nine-thirty group meetings and lunch hours lengthened. We were often guilty of title dropping when traveling places. Although the final weeks found most council members at the office until early morning many evenings, such hours were not necessary had days been better used.

The lists of goods and bads, benefits and values of a program such as the Youth Council are many. Personally, it was one of the most rewarding, frustrating, hurried, challenging and interesting experiences of my life. (Sounds dramatic—but it's true) However, it is still too early to deliver final judgment on the worth of the council. This summer was the start of a year's work. The council is continuing to meet bimonthly with the Governor, his staff and the liaison committee he formed to begin implementation of various recommendations. Much responsibility rests with council members who are continuing to work within their home and school communities to access the "priority concerns" of their peers. Experience and involvement during the coming year, will no doubt bring additions, deletions and modifications to many recommendations.

I have found many groups in Richmond, my home, interested and responsive to the work of the council. Their ideas and criticisms of the concept of the council in general, and to certain recommendations in specific, are invaluable. However, lack of interest from the school newspaper and many Student Association officers has hampered my attempts to at least inform the students of Mary Washington of the council's existence. Individually, I have talked to many girls; they have questioned me about the council, read the report, and offered their criticisms. Hopefully, with the publication of this article, many more will do the same!

A Charge to Keep Have I...

By Mary G. Dodson, '61

On May 19, 1939, I, Mary Gilliam Dodson, began the exciting and challenging adventure called life. My abode was inhabited by two adoring and loving parents. Having waited for several years and being of maturing ages, they were ecstatic over the arrival of their first and only offspring.

During my early years, my parents instilled in me a love of books and good music. Since I had no siblings and lived in a community of predominately adults, I filled my leisure time reading and listening to music. At a very early age I taught myself to read and then proceeded to teach my dolls. I began to await with anticipation the day when my formal schooling would begin.

My mother, a former school teacher, introduced me to the classics in children's literature and kept my bookshelves overflowing with a wide selection of books. She did not give any formal instruction but made me believe that school was important, fun and a rewarding experience. I suppose my mother was the first person to influence and guide me on the road to a career in teaching.

As is the case with most teachers, I was influenced by those dedicated teachers in the public school which I attended. They guided me in such a way that I developed those abilities that would enable me to become an effective elementary teacher. I am told that I announced during my first grade experience that I would someday become a school teacher. I never once lost sight of that dream and never once considered any other career.

A crisis in my life occurred during my eleventh year. My father, who had been ill for some time, passed away. With his death came an overnight awareness of financial difficulties and a need for a little girl to grow up to an adult. We owned and operated a small country store and this was our main means of support. This store became the responsibility of a widowed mother and a teen-age girl. As I look back on this experience, I feel that my father's death brought me closer to an awareness of a higher being and his life influenced me in two important aspects. He had given to me his love and talent for music and his great ability to generate friendship to those around him.

I grew up in a Christian home and attended all the activities of my church. I came in contact with Christian teachers who encouraged me in my dream to become a teacher. As I grew older, I felt that God was calling me to a vocation in the teaching profession. I was not at all sure this would be possible since our business was slowly being swept away by larger business enterprises in nearby communities. One man, my high school principal, never lost hope in my ability to secure a college education. Through his efforts, I received a full scholarship for my first year of college and Virginia State Teaching Scholarships for two years. I decided to enter Mary Washington College of the University of Virginia, a liberal arts college for women. While there, I dedicated my life to the purpose for which I believe I was created—that of being an elementary school teacher.

At this time I had not made a decision concerning the level at which I would concentrate my efforts. Mrs.

Miss Dodson was named Virginia's "Teacher of the Year" for 1970 and was thus eligible for consideration in the national competition sponsored each year by Look magazine. The following biographical essay was written by her as one of the requirements in the state competition.

Catherine Hook, assistant professor of elementary education, led me to the primary level through an assignment to a first grade student teaching position. During that six weeks on the job training, I realized that this was my dream come true. To me teaching was the most exciting way to spend one's life. It is still that same exciting experience. I feel that I have made a commitment to myself and the countless children that have and will come under my influence. I must make learning rich and rewarding and leave this world a better place because one Mary Dodson passed this way. This is the charge I have—to serve the present age.

A charge to keep have I—to my students, my profession and the community in which I live and work. The task of being a public school teacher is one that demands a commitment of my time, talents, personality and my knowledge and experience. In return for my efforts, I receive a wealth of rewards from my association with students, professional colleagues and the community itself.

A charge to keep have I—to my students. This is of the greatest importance to me both professionally and personally and it is the area from which I derive the most reward and satisfaction. I believe that it is my responsibility to see that each child is regarded as an individual and I must seek to reach each child through an individual approach. This is difficult in a classroom of 30 children and to compensate for class size, I provide time for individual and independent study. Through learning centers and the contact approach, I endeavor to provide for the specific needs and interests of individual children. Many children choose to remain after school for a private consultation with me regarding their individual problems. They schedule this time themselves and I arrange my schedule to fit their needs.

In accord with an individual approach to learning, I must provide an individual approach to discipline. Children realize that I am their friend but that I also expect obedience and respect. They learn that I will be fair in my judgments and just in my response to disobedience. Disciplinary problems are usually at a minimum in a classroom where children are involved in formulating class rules and are free to express themselves creatively and to pursue areas of individual interest. My children know that they have such freedom as long as they do not infringe upon the rights of others. They know that at such times when disciplinary measures are necessary that my response will be an individual one and will carry with it a reasonable explanation both to the student and the group.

Since I deal with the individual student at all levels of classroom interaction, I must consider an individual approach to evaluation and grading. I believe that a child must be evaluated in accordance with his individual learning ability and the effort which he has shown in classroom activities. A child needs to know what is expected of him and then aided in the development of a sense of individual responsibility in order to attain those expectations. Through individual conferences, I inform children of their progress and their check list for the reporting period carries their evalua-

tion of themselves as well as my own evaluation. I formulate check lists for each grading period based on our objectives for that particular period of time.

Of keynote importance in my relationship to children is the development of an individual self-image and the building of self confidence. I endeavor to instill in each child a sense of worth and value to himself, his class and society. Praise and recognition are given through verbal and written communication. I believe that "success begets success" and it is one of my concerns to assure each child a sense of success in something, be it little or great. From a small success I can build toward greater accomplishments.

All of this demands time and energy but the rewards are far greater than any expenditure on my part. These rewards include the light in the eyes of a child as he reads those first beginning words; the happy expression of children as they discover a new and profound fact; the feeling of love as they share with me a flower, a gem, a precious saying; and the joy they radiate as they grow in knowledge and self worth. From my relationship with little children I derive job, self-satisfaction, new knowledge and a feeling of my own self worth as I help others become more useful individuals.

A charge to keep have I—to my profession. When I dedicated myself to the task of becoming an effective elementary school teacher, I joined a group of individuals who comprise the nation's most pre-eminent profession. I believe that educators are the backbone of American society for on us rests the responsibility of providing the knowledge to prepare individuals for all other professions. As a member of that profession I have certain responsibilities to the other teachers on the school staff where I work. I believe that we must work together for the good of all children. At times this involves cooperative teaching in order that children may benefit from specialized instruction. Through close interaction with colleagues I can grow professionally and intellectually. We can sustain and encourage each other as we discuss common problems and their solutions. Through discussion and classroom interaction I can increase my knowledge concerning the educational development of children and thereby become a more effective teacher.

My commitment to the profession demands involvement in the professional organizations. I must seek to join forces with other individuals to work for improvements in education at the local, state and national levels. I must be involved in seeking to improve the status of the instructional program and the status of teachers. Such a commitment led me to serve as President of the Prince William Education Association for the year 1969-70. This experience was both frustrating and rewarding. It was frustrating to have to cope with budgets, lack of funds and individuals who wanted change to take place in the twinkling of the eye. I believe that we need to present to the public the needs of education and present ourselves as accountable people who can handle funds and situations to the best advantage. We as educators must set the example to the community as we calmly and intelligently seek to solve the problems of providing public education for America's children. We should never lose sight of our commitment to those children and our actions should never be such that their welfare will be jeopardized.

From this experience, I gained a deeper appreciation for those people who work in our educational system at all levels and a keener awareness that educators need to become more involved in the activities of community living.

A charge to keep have I—to my community. My first area of community commitment lies in my relationship to those parents of the children I teach.

I have the responsibility of communicating my philosophy to them in order that they may better understand my classroom procedures. Early in the year I have a group meeting of all parents. At this time I inform them of my plans for the year. Weekly letters of progress are sent to all parents so that they may reinforce and review with their children. As soon as possible after the beginning of school, I visit each home in an effort to establish rapport with the parent and to better understand the child and his home environment. Whenever necessary, I confer with parents in order that we might work together for the good of their child.

As an educator, I must be an example in the community. Since I am paid by tax payers, I must show that I am a contributing member of society. In essence, I must be a public relations person, interpreting the school to the community. In this process, both the community and I benefit. I have the opportunity to work through civic and church organizations for the betterment of the community and in turn receive the support of the people in the community as I work for better schools for all children.

A charge to keep have I—to serve the present age. I must resolve to work first for my children, second for my profession, and third for my community. Three areas of involvement—separate and distinct yet one and complete—for as one grows so grow the others.

Spotswood Spotlight

CHAPTER NEWS

The Chicago Area chapter held its November meeting at the home of **Jane Brownley** Thomas '44, Elmhurst, Illinois, on November 18, 1970. There were 8 members present.

This chapter is really still in the formative stages, so they have not set up any projects or planned for any

speakers as yet. A questionnaire is being prepared and will be sent to all alumnae in the area asking their views on the type of things they would like to accomplish as a chapter.

At the October meeting held at the home of **Mary Cottingham** Warren '50, she gave a report on her trip back to MWC for her 20th reunion. It proved to be an interesting report in that she made note of all the changes that have taken place on the campus, (i.e. buildings, new rules, dress code, etc.).

On September 3, alumnae from the Raleigh Area Chapter gathered together at the North Carolina State University Faculty Club for a luncheon-business meeting. Highlights from the June MWC Reunion festivities were given to the group by two representatives attending—**Eleanor Small** Overton and **Frances Wills** Stevens. They were so enthusiastic and full of news that all wished they could have been there.

The chapter is growing and all local alumnae, those they have "found" in the outlying cities and all interested alumnae they haven't yet "found" are welcome. Information for the annual spring banquet will be forthcoming. It is hoped that all will be able to come!

The Norfolk area alumnae held a tea for incoming freshmen during the month of September at the home of Mrs. Joyce Gibbings, and in October the alumnae meeting was held at the Lafayette Yacht Club. A Christmas program was enjoyed by all present at the December meeting, which was held at the Lake Wright Motor Lodge Restaurant.

From Delaware comes the great news that as a fund-raising project, the Delaware Club is selling MWC chairs to any alumnae who wish to purchase one. Anyone interested should contact **Shelly Cohen** Mand '59 at 715 Bristol Road, Sharpley, Wilmington, Delaware 19803.

The fall gathering of the Delaware Chapter was a cocktail party with husbands on November 8.

The annual freshman tea was held on August 30th at the home of **Bea Cressman** MacLetchie in Irvington, N. Y. Several incoming freshmen and their mothers, including the scholarship recipient Jean Peterson, from the Westchester-Fairfield area were there. A student presently at the College spoke to them and the alumnae members present.

On November 13th the chapter participated in the annual bazaar sponsored by the Westchester Council of Women's College Clubs. After attending many workshops, they filled the table with dried flower arrangements and wooden Christmas ornaments which netted the club over $200—an increase of over $100 from last year.

The 1970-71 program for the Roanoke Chapter of the Alumnae Association has been and will continue to be exciting. In September there was a Potluck Planning Picnic at the home of **Mary Ellen Seaborn** Gilliam, and later in the month a reception for entering freshmen and their mothers and current students was held at Mountain View. Upcoming is a Potluck Supper and business meeting at the home of **Ruth Spradlin** in January, 1971. In late February and early March (tentatively) the fund-raising event will take place, and in May, 1971 there will be a luncheon with Mrs. Laura V. Sumner, Chairman of the Classics Dept. and Director of the Summer Session at Mary Washington.

In December, 1970 the Fredericksburg Chapter was to hold a small get-together at Spotswood Alumnae House.

BIRTHS

'57 To John and **Peggy Gray** Williams, first child, a daughter, Margaret Gray, November 22, 1969.

'60 To Robert and **Cary Tilton** Doyle, a daughter, Anne de-Peyster Cary, August 29, 1970.
To Ross and **Bonnie Davis Hall,** first child, a son, Ross Frederick, April 6, 1970.
To Martin and **Carlota Muse** Rokita, a son, Johannes Martin, August 27, 1970.

'61 To Andy and **Connie Booth** Logothetis, second child, first son, Michael Leonidas, October 14, 1970.

'62 To James and **Lorraine Huffman** Firestone, first child, a daughter, Patricia Lynn, July 12, 1970.
To Alan and **Sue Lukehart** Hallden, second daughter, Jill Kimberley, September 14, 1970.
To Conway and **Mary Liz Beadles** Kehoe, a daughter, Mary Ruth, August 5, 1970.
To Frank and **Mary Hodnett** Minozzi, a daughter, Mary Glenn Hodnett, November 9, 1969.

'63 To Cleve and **Frances Goins** Wilhoit, a daughter, Hannah, Spring 1970.

'64 To Sidney and **Barbara Humphries** Davenport, a daughter, Elizabeth Southall, November 1, 1970.
To Roger and **Barbara Kellam** Latham, a daughter, Sara Matthews, October 27, 1970.
To John and **Edna Knight** Roberts, a daughter, Elizabeth Ann, November 11, 1970.

'65 To John and **Brenda Hand** Farrell, a daughter, Jennifer Elizabeth, September 21, 1970.
To Jim and **Lisa Corder** Griffin, a son, James Stuart, September 15, 1970.
To Kenneth and **Cheryle Comstock** Martin, first child, a son, Eric McQueen, June 18, 1970.
To Alton and **Nancy Kemper** Prillaman, a son, Grayson Bishop, August 2, 1970.
To Bill and **Karen Wooldridge** Stone, a daughter, Ann Carlton, July 1, 1970.
To George and **Abigail Donald** Tiller, a daughter, Ann Catherine, October 27, 1970.

'66 To Donald and **Patty Bergin** Bergman, a son, Charles K., October 4, 1970.
To Douglas and **Lynn Smithey** Campbell, a son, Matthew Logan, September 24, 1970.

'67 To Russ and **Dotty Dawson** Ferguson, a daughter, Heather Travis, September 26, 1970.

'68 To Allen and **Leslie Russell** Blythe, a daughter, Tracey Carol, November 18, 1970.

MARRIAGES

'63 **Elizabeth Fontaine Lydle** to Peter Elton Smith, July 11, 1970.
Denise Lynch to John Heuser,

June 1970.

'64 **Cicely Walter** to Wayne Ortolani, May 23, 1970.

'66 **Linda Glynn** to Dave Hutchinson, May 16, 1970.

Claire Dudley Marchant to Stephen Zimmerman Zufall, November 7, 1970.

Lynn Smithey to Douglas G. Campbell, May 24, 1969.

'69 **Trent Costley** to Charles Martin Clark, Jr. on October 24, 1970.

Lesley Fanning to Richard Stern Atkinson, November 21, 1970.

Nancy Raisor to Dr. Michael Allan Schlossberg, December 12, 1970.

'70 **Donna Brown** to Ralph Taylor, June 14, 1970.

Susan Flavin to Geoffrey Hunt Vincent, June 13, 1970.

Nancy "OJ" Johnson to Joseph Rocco Caprio, June 15, 1970.

March McLaughlin to John Nicholas Schweitzer, June 20, 1970.

Terry Moore to Lt. Charles James Haines, Jr., December 5, 1970.

Helen Peterson to Reid Raudenbush, June 8, 1970.

Carol Richardson to Darrold Dandy, August 9, 1970.

Anne Sommervold to Lt. John C. LeDoux, August 8, 1970.

Irene Stavrou to Warren S. Tate.

Demi Strother to Eldred Louis Runkle.

Jan Sullivan to Lt. Thomas Meaker, August 15, 1970.

Janie Sykes to Phillip Epperson, June 12, 1970.

Angie Taylor to Charles W. Hume, Jr., July 25, 1970.

Sally Wright to Lt. Randall Herbert Simmons, June 20, 1970.

DEATHS

We extend our sympathy to the family of **Grace Margaret Wood** Hess '23, who died in February, 1970; to **Elizabeth Alexander** Howdershell '39 and her family on the death of her mother in August, 1970; to **Karen Vandevanter** Chapman '63 and her family on the death of her mother in September, 1970; and to **Sharon Arthur** Spencer '70, whose mother passed away in October, 1970.

Letters to the Editor

Dear Editor,

To accept in silence Rose Bennett's *MWC Revisited* would make those of us from the "Age of Assent" just what the Aquarians believe us to be; silent, cud-chewing and just a tiny bit dumb.

In our khaki skirts, scratchy sweaters, and sockless feet in loafers, we did our best to accumulate knowledge. We were in school to learn and the professors were there to teach us. To try to learn all that is taught is not to accept all the teachings as final and lasting answers. We didn't. We did learn to weigh our knowledge, a factor necessary in making decisions. We were preparing for the uncertain future, feeling our way, knowing change was needed, and preparing for the unknown. We wanted knowledge on our side.

Perhaps one of our chief advantages was that we were not encouraged to venerate ourselves. I shudder to think what would have happened to us if our professors had held us in "respectful awe". It would have shaken me up to have been taught that I knew already what I was in college to learn. Who needs such an education??

Mental activity is not apple-pie simple. It is hard, exhausting work. Those who fall victim to this curious activity of teaching students not to use their minds are being unfair to all who want to be educated.

In case you hadn't noticed, we had relevency in our vocabulary. We used it to help us solve our problems, and for some reason the vocal minority didn't get enough start to shake everybody up. To say we were docile and acquiescent because we didn't have chaos, disorder, dissention, and disruption of authority is erroneous.

If we had studied only relevancy in college, we would know *nothing* of what is relevant today. To learn to think, to learn how to discipline our minds was necessary to prepare for a world constantly changing.

If the world has to get worse, to see mental illness grow, observe brutal death, disillusionment and chaos before we see a better world, something is wrong.—We learned that to do away with an institution, we must first find a better one to take its place.

Let us stop and ponder a moment. . . . How would the world be today if feelings governed the world? If we had not been prepared to allow thought to rise above feeling, why our stomachs would have failed exams for us. We would all have had each others problems on our shoulders and been so sad, so overburdened. There would have been no laughter.

"We have reached our goal". Well, now. We have entered the institutions of our society. We are working hard to make them more relevant to man's needs today. We are using our talents and knowledge to facilitate change and to fight for stability where radical change does nothing but destroy and breed fear. Does that sound like people who have reached their goal?

To continue would take its toll. It would make some professors mad and other professors proud. It might alienate you. Our time and effort is valuable. We need those in the Age of Aquarius who are learning to think. I resent the education that attempts to rob you of a good foundation so you can use your heads! There are acquiescent peoples in every generation, and there are leaders. No one has to ask a leader to *do*. He is ready. He is prepared and constantly learning. Sharing his knowledge, he works with others wishing good results.

You know what education is all about? Good. We are outside, waiting for more MWC Girls. What we will be able to do, *together!!*

Lucile Geoghegan Cheshire
Class of 1958

Note Duke University President Terry Sanford recently distributed the following letter to that institution's alumni in response to their reactions to events on that campus. It is reprinted here with his permission.

DUKE UNIVERSITY
Durham
North Carolina
Office of the President

July 8, 1970

Mr.
Dear Mr.

I have received your letter saying that you are resigning as a class agent in reaction to the 1970 Yearbook. Let me express my regret over this. Surely you know you were not the only person who was disgusted with the Yearbook. I certainly was. But even though I can agree with your distaste for it, I must say that I do not think your resignation will contribute toward constructive changes at Duke. Now, more than ever, Duke needs the dedication of all of its alumni. I have reflected at length on the points you made, and now I hope you will consider these points of mine.

When I came to your University this spring, I came with enthusiasm and pride (and both have grown since I have been here). I was fully aware there would be many problems. I knew that it would take a great deal of work on the part of many people to resolve these problems. And I felt that I could count on the loyalty and dedication of our alumni and other friends to help resolve them.

Now faced with your sudden resignation from an important alumni program, I am concerned about its implications. How many other Duke alumni see Duke in this limited light? My concern suggests three thoughts that I would like to share with you:

—First, about the Yearbook itself, I am afraid that your friend was right when he advised you that "this sort of thing happens at most colleges" these days. The New York Times, for example, recently described the new yearbook from Columbia University in that city. Among other features which you and I would find objectionable, it contains "photographs of a naked couple embracing," articles which favor drug use, radical political items, and a piece in which a sophomore girl "tells of living with her boyfriend in a Columbia men's dormitory."

The Times also says, "The changes in the Columbian (yearbook) reflect a trend in college yearbooks, especially in the East. . . ." Nevertheless, before I had seen the Yearbook, and well before you wrote your letter, I had been in the process of reorganizing the Publications Board here at Duke. And while we will not turn to administrative censorship, we have reason to believe that Duke's yearbooks will no longer reflect the offensive portion of that "trend" cited by the Times.

—Second, I would like to quote to you something that was written recently by a Duke Trustee, who is not an alumnus, to another Trustee who is an alumnus, after the latter had complained about these (and other) problems: "I am," he wrote, "convinced that the problems with the Chronicle, Yearbook, and other things that are truly wrong at Duke University are the responsibility of a small minority of the student body. . . .

"If you have recently walked around a major portion of (our) campus, looking closely at students as they walk from class to class, and taking a brief look at representative classes in session, you would have obtained a true picture of Duke University. If you have walked through the Perkins Library during a busy period and seen hundreds of students busily at work on research, studying and reading, you would have seen Duke University as it really is. If you have lectured to a class at Duke as I did recently—a Graduate School class in international trade, in which the students in general as well as their instructor were opposed to my point of view, but gave me the courtesy of a twenty-five minute presentation without interruption, followed by thirty minutes of fair, interesting, and pointed questions and discussion—you would have seen Duke University as it truly is. . . ."

—Third, at the risk of seeming redundant, I want to call your renewed attention to the impressive ways in which Duke University, your alma mater, contributes every day to our world and to the future of our society—not only in educating future citizens in all major fields, but in scientific research, in social and psychological experiments, in cultural endeavors and productions, in medical care and practice, in business and economic procedures . . . . the list could go on and on, of course. Frankly, I feel dismayed when someone overlooks the vast achievements of this great University, in order to concentrate on certain faults within it—faults which can ultimately be resolved through our cooperative efforts.

Of course you are free to resign at any time you choose for whatever reason you may choose. For myself, I did not decline to come here, nor will I run away, simply because I find on college campuses today some things distasteful. You, even more than I, should be willing to stand steady in stormy times. We need your help, just as we need the help of our other alumni. As I said at our General Alumni Association meeting, "if *you* are not willing to love Duke, defend Duke, and promote Duke, who will?"

I firmly believe that the future of our whole society depends on our universities. And the future of this University depends on those who are willing to help and support and build and improve her. I hope you will rejoin us in this great undertaking.

With best wishes always,

Sincerely,
Terry Sanford

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